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ABSTRACT

Specific consultation problems that arise during the instructional development process in determining the nature of instructional products are considered, and clients' characteristics and projects are assessed along with a model for working with different types of clients. A list of skills needed by instructional developers to determine the clients' needs during the consultative interviewing process is provided, as well as checklist of skills for practicing instructional developers. An addendum contains recommended readings and the Band/Aid, Mixed ID, and Major Surgery instructional development designs. (Author/CMV)

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# HANDLING THE BAND-AIDS AND MAJOR SURGERY JOBS IN INSTRUCTIONAL DEVELOPMENT: VIVA LA DIFFERENCE IN ACTION

IR006396

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Handling the BAND-AIDS and Major Surgery Jobs in Instructional Development: Viva La Difference In Action

INTRODUCTION

This paper discusses specific problems as related to the job of working with faculty members, specifically handling their individual differences (wants, needs, pressures, and motivational factors). These differences need to be recognized and dealt with during the instructional development process, especially as Instructional Developers consult with faculty members (clients) in determining the nature of their instructional project. An illustration describing clients' characteristics such as attitudes, curriculum orientation, and supportive base is outlined for the reader. This outline assesses types of clients and projects that the Instructional Developer may manage. Furthermore, a model for working with the different clients is illustrated and discussed. A list of skills enabling Instructional Developers to determine the clients' needs is provided. These skills are to be used during the consultative interviewing process. Finally, a checklist of skills is provided for any Instructional Developers who choose to practice these functions and skills.

The action that the Instructional Developer takes, once these differences are identified, has a real influence upon the total instructional impact that is felt by the students, instructor, and institution. In the Addendum section of this paper, there are a few Instructional Designs included demonstrating the different actions taken as a result of recognizing the uniqueness of each instructor.

CONSULTATIVE INTERVIEWING

To begin with, an Instructional Developer has a very important job in working with teaching faculty, helping them to systematically design instruction, carrying it out, and then evaluating the effects of this process. With formal preparation in such allied areas as educational psychology, communications, and educational research and statistics, this background of skills and abilities enlarges the instructional development offerings to faculty. One of these skills, so important in the instructional development area, is the technique of consultative interviewing individual faculty members.

In any instructional improvement program, consultative interviewing is the prime mode of communication between the faculty member and the Instructional Developer. The effectiveness of such an interview is determined by two outcomes: the degree to which the Instructional Developer recognizes where the faculty member is coming from and where he or she is going; and the degree of adjustment that the Instructional Developer is capable of making in working towards progress for achieving mutually agreed upon goals. The problem in working with faculty members is that consultative interviewing may become ineffective when these outcomes are "malpracticed" (i.e. the Instructional Developer fails to use proper steps to determine the instructor's personality, needs, constraints, demands, purposes[s] in coming, and role in improving the teaching/learning process).

Not only is proper consultative interviewing important, but necessary in determining why the instructor requests your assistance in identifying the instructor's problems. The faculty member has a need for consultation in planning for effective use of resources, changes in directions such as using new alternative teaching approaches or materials, and help in decision-making. This need should be identified and dealt with as well as the secondary problem ---that of recognizing the BAND-AID from the Major Surgery job in instructional development. (This expression BAND-AID job simply refers to a client and in-

structional project needing less assistance to less complex instructional development problems in terms of time, support, and resource allocations.)

RECOGNIZING THE DIFFERENCES

Recognizing the differences between the BAND-AID and Major Surgery jobs in instructional projects, opens up several divisions and distinctions separating the two extremes. For example, the following illustration (figure one) outlines differences in faculty members personal make-up and disposition, view on curricula, and resource availability.

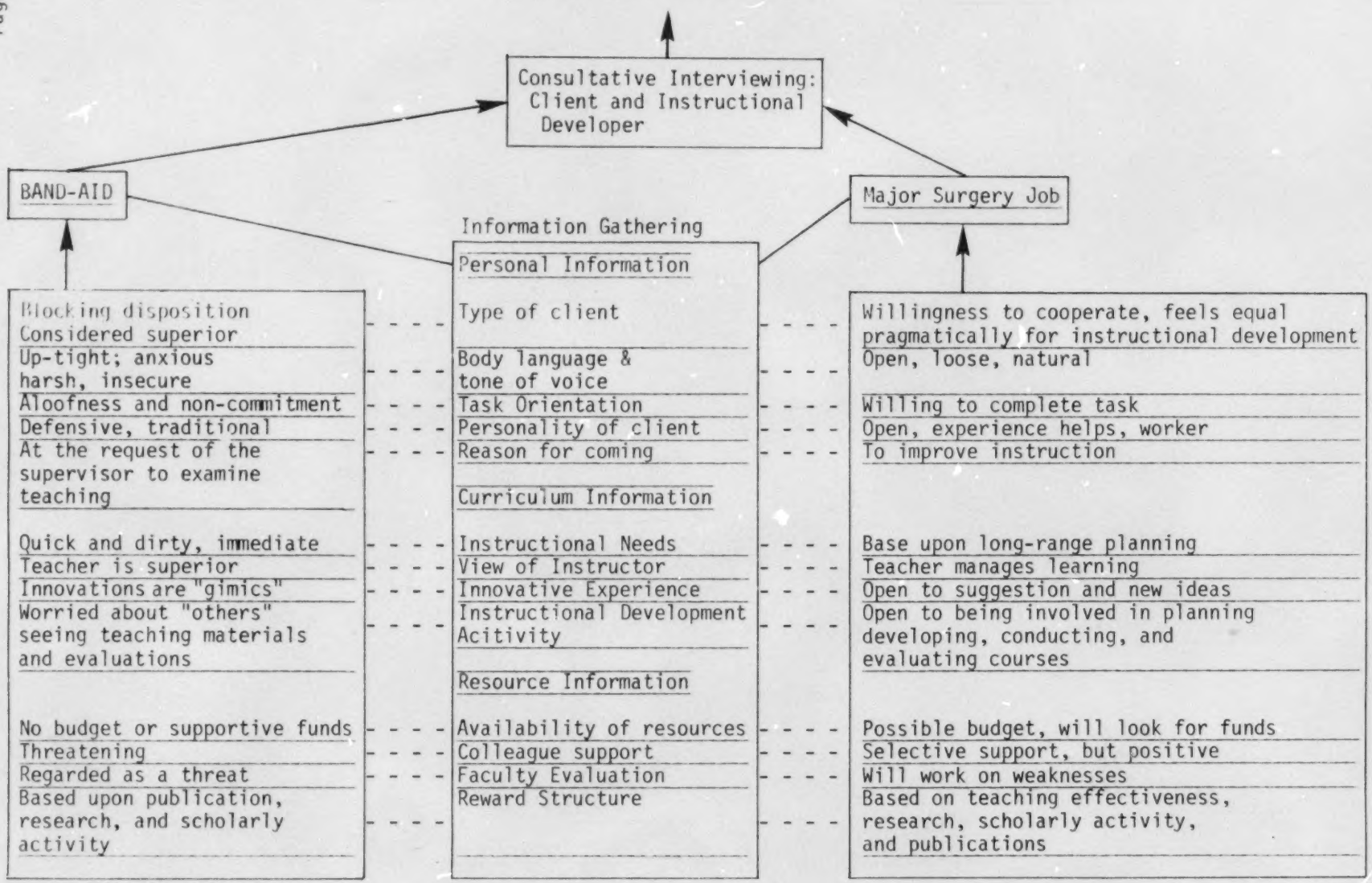
The purpose in obtaining this data is to determine what kinds of priorities and weightings each faculty member's instructional development project should be assigned. Obviously, the instructors with more recognizable needs, cooperativeness, open-views, resource availability, willingness to make changes where necessary, and administrative support may require a major surgery effort on the part of the instructor and Instructional Developer. On the other hand, the faculty member lacking this orientation may require a simple instructional development project creating single overhead transparencies or minimal audio-visual assistance. As the Instructional Developer consults with the faculty member, Figure one can be used as a model in assessing the type of client and the instructional project.

Certainly, there are additional sub-divisions between the extremes of the BAND-AID and the Major Surgery types of instructional development projects. However, for convenience of the reader---the extremes are described in their pure form. It is, of course, possible that a faculty member may fall into both camps. For the main part, instructors will be one or the other as Figure one outlines this distinction by questioning attitudes, orientation to the teaching/learning process, and resource support structures.

FIGURE ONE

INSTRUCTIONAL DEVELOPMENT PROCESS

(See Figure II and III)



Personal Information

This sort of data can be obtained directly and indirectly, that is by questioning, probing, analyzing, rephrasing, listening, discussing; and in addition, by observing the tone of voice and body language. What is the personality of the faculty member? Will the client be willing to complete a difficult task? Why did he or she come in for consultation? How does this person view the role of the teacher? These questions are designed to educe personal information about the faculty member as useful guides in making decisions in the course of instructional development activity. Very early, then, in the consultative interviewing session and prior to making further commitments, the Instructional Developer must draw this information out of the client.

Curriculum Information

The client may bring samples of the current instructional methods and materials along to provide a framework of the present course design. As a result of outside pressures (from colleagues, supervisors, student groups, deans, etc.), the instructor may be "hard pressed" to produce immediate changes in instruction. Therefore, the instructor may not desire to spend much time in instructional development. What view does the client take of himself or herself as a teacher? What experience does he or she have in working with new teaching approaches or innovations? What kind of an understanding does the client hold about instructional development? Answers to these questions will keep the Instructional Developer from drawing false-conclusions about the client's needs for either revising curriculum or making slight modifications.

Resource Information

The client may have a learning resource center already available or a supportive budget on hand to use for developmental funds. With either of these available, the instructor may not need to spend additional time looking for outside support and providing further justification for developing new teaching materials or methods. Colleague influence may directly affect the client's inspiration to look at new ideas and approaches. In addition, faculty evaluation reports may be regarded as threatening and the client may choose not to expose any weaknesses or areas to improve. Finally, the reward structure may all be placed upon "research" and may eliminate any desires of the client to work on teaching. Such questions as the following may help pull this information out: Do you have funds to work with for developing materials? How does your department view the use of their funds to work on teaching? What would your peers feel about you improving your instruction by a major overhaul in your teaching approaches?

Smoke Signals and Screens

In working with faculty, it may become very apparent that the client is putting up a smoke screen to fog up the initial issue; the client really does not want the Instructional Developer's help as the client may view this as a sign of "weakness," that is to ask for help. When these smoke signals are clear enough to understand, it is time to confront the faculty member by saying, "There may be no point in continuing instructional development unless there is a problem." The client's purpose in coming may be to glorify his or her image by telling about certain research laurels or distinctions acquired. The instructor may have a feeling of superiority and view the Instructional Developer as a media specialist or graphic artist and not as an equal. It is highly recommended that the Instructional Developer ascertain the type of

client and scope of the instructional development, (uniqueness, needs, demands, and factors).

Adjusting to these differences

Once this information is obtained through the consultative interviewing process, it is time for the Instructional Developer to adjust to the situation. What does this instructional development project require? Is it a small (BAND-AID) or large (Major Surgery) instructional development project? What does this mean to the Instructional Developer? What is your role? The client's role? And team role? Now is the time to be responsive to the faculty member's needs. But, before going on, examine the following situation where the Instructional Developer meets with a new client. Observe what happens:

(Client and Instructional Developer Dialogue)

(Client) "Good morning, I am a new instructor at this college and I am afraid that I really have no background in the field of teaching . . . could you possibly help me to be a good teacher?"

(ID) "Well teaching is an art in itself and my office (Instructional Development) will help you in any way that we can . . ."

(Client) "I have had some background in lecturing--I find this practical to use for what I want at this time . . ."

(ID) "Have you conducted a needs-analysis or have you written behavioral objectives for your classes as yet?"

(Client) "What are those terms? What do they mean?"

(ID) "Well (pause) for one to be a good instructor, you should apply a systems approach, such as defining your project's objectives, scope, intended audience, and life of the material. Then, you should identify your subject matter, pre-assess your students' needs. Perhaps you can identify the teaching/learning activities and resources. Next, put in a revision step with your overall

evaluational plan. That's what you will need to apply to your course. Do you have questions, now?"

(Client) "Oh! not really. In fact I feel kind of lost. (Gasp) Maybe I will come back tomorrow . . ."

(ID) "Sure . . ."

This short sketch is one depicting an instructor reaching out for a beginning, a small step to take for improving his or her instruction. Rather than meeting the instructor at a more comfortable level, the Instructional Developer missed the identification of a BAND-AID job. The instructional development person applied the operational tools of a Major Surgery job to a simple operation--improving the lecture with simple suggestions and recommendations such as in the following:

"If I hear what you are saying, you feel you lack skills in the more complex forms of teaching and you would like to improve or work on the lecture at this time, perhaps by adding visuals, illustrations, and working on your lecture outlines and goals Is this what you are interested in?"

"Right!"

One of the axioms of working with instructional development should be: "You never get a second chance with a dissatisfied instructor!" This statement enables instructional development people to think of the sensitivities of an instructor and the instructional development "counselor role" that is often necessary in working with faculty. As a guide the following points should be observed in working with faculty:

GUIDES IN WORKING WITH FACULTY

1. Make the instructor feel comfortable, start securely.

2. Try to slowly get into the picture; what is the real problem that faces the instructor?

3. Clarify your role.

4. Identify the purpose of your meeting.

5. Collect and share relevant instructional, personal, and social information.

6. Accomodate to client's knowledge levels (either BAND-AID or Major Surgery language; avoid using jargon).

7. Identify the problem.

8. Explore alternative solutions.

9. Clarify the instructor's role and any assumptions that exist.

10. Assess your progress and interpersonal relationships.

11. Communicate at both the cognitive and affective level (subject matter and feelings).

12. Reach for closure or a summary in your sessions.

13. Identify the task(s) of your work and next meeting(s).

14. Document your work by sending a memo to the instructor outlining your tasks and his or her role in the instructional development process.

The provisions in this guide can be used in working with both extremes, the instructor with little background in teaching and the instructor very well-orientated in instructional development principles and alternative teaching approaches.

OPERATIONAL INSTRUMENTS

As an "operational instrument" to work with both the BAND-AID and Major Surgery jobs, the models as presented in Figure II and III may serve as a useful guide in working with both types of clients in selecting instructional methods consistent with his or her own personal, curriculum, and resource needs.

FIGURE II

Instructional Development For The BAND-AID Job

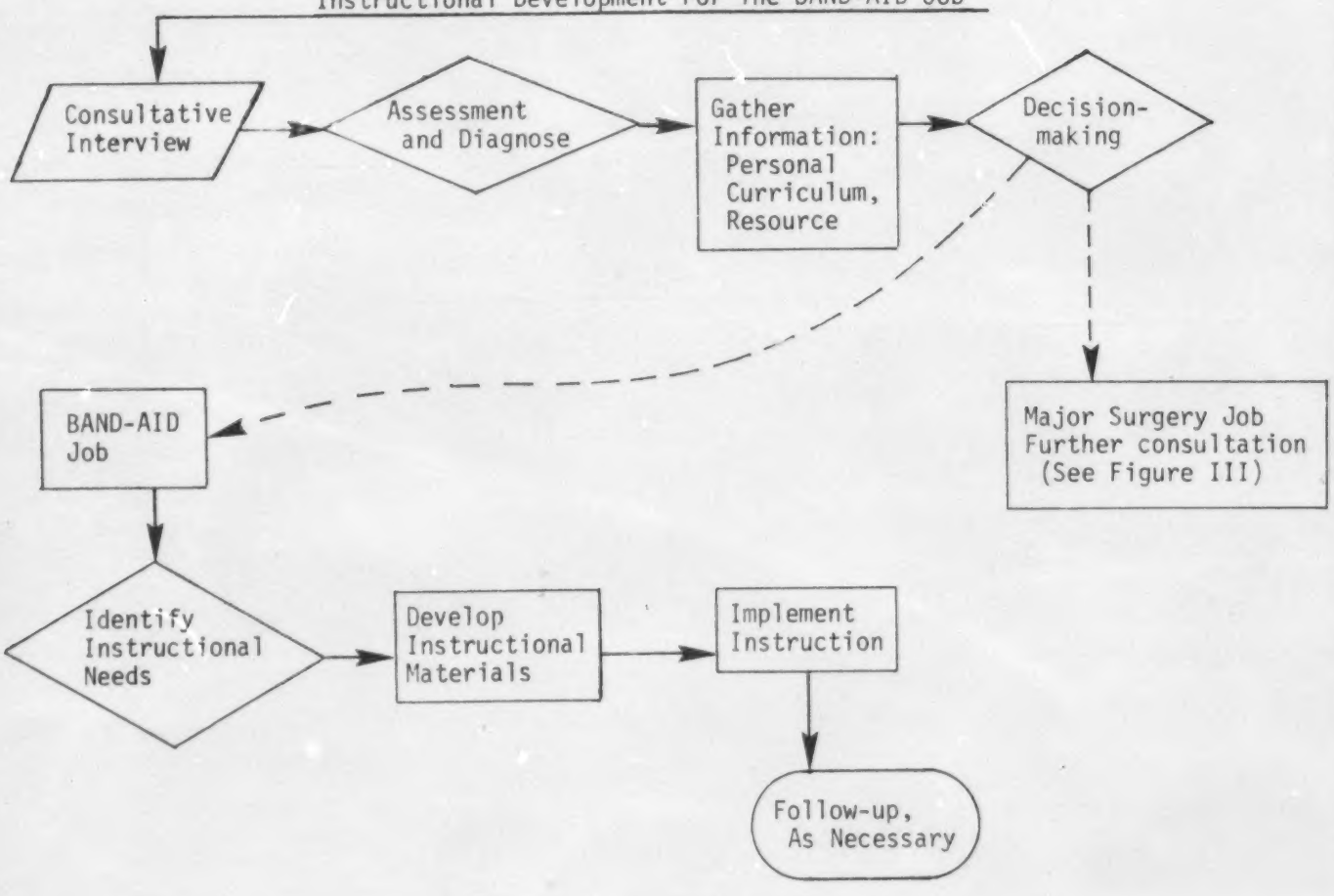
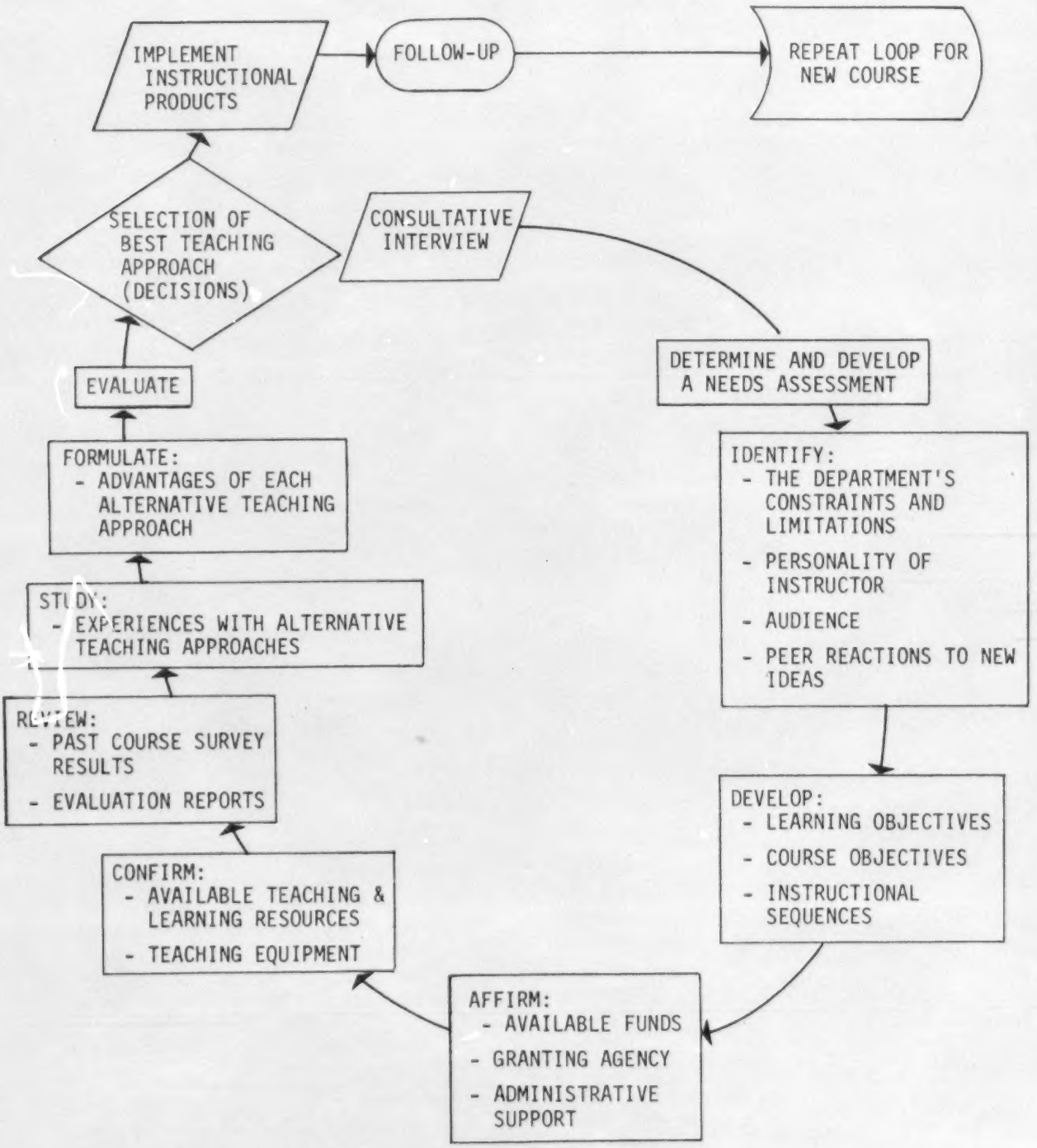


FIGURE III

Instructional Development For Major Surgery Jobs



CONSEQUENCES AND CAUTIONS

Certainly a word of caution can be offered in working with both extremes. Remember that the Instructional Developer's failure to analyze and understand the faculty member's needs may offer unpleasant consequences for the client and Instructional Developer. These consequences may have a heavy toll in time, money, and resource commitments causing a "strained" relationship to develop. The failure to interpret the problem, alone, can send both parties off on unnecessary side-tracks.

After the Instructional Developer has accepted the faculty member and the project as one worthy for instructional development, the Instructional Developer should be asking, "What's next?" Like, what commitment, role, and support will the client realize and accept?

Each Instructional Developer should list his or her own pitfalls and sandtraps to avoid. What to do at each stage? What not to do? And, how to do it? These questions, when answered, will help guide the Instructional Developer through the rough areas of working with both extremes. Here are a few considerations:

"Do's"

1. Confirm your analysis of the client and instructional project with a colleague prior to making a full rejection or adoption.

2. Use a Rogerian approach by rephrasing the description of the problem that the client has presented---does your summary match the client's description of the problem?

3. Check with the client's supervisor regarding his or her support of the client and instructional project.

4. Use professional judgement: Can the objectives of the instructional development project be achieved in the given time-line?

5. Consider the students. What kind of reactions can be expected?

6. Listen twice and talk once; allow the client to "get it off his or her chest."

"Don't's"

7. Make hasty assumptions!

8. Let better judgement and good common sense go astray.

9. Overlook the value in the consultative interview.

10. Allow the client to control the session.

11. Make promises or commitments that cannot be fulfilled.

12. Gossip or permit confidential materials to go beyond your grasp.

"How To Do It"

This section covers five functions performed in interacting with the client during instructional development. Within these five functions, there are 22 specific consultative interviewing skills that can be identified for the reader. This list is not exhaustive; certainly other skills could be added. The skills do not necessarily occur in the sequence in which they are presented; not all of the 22 skills need to be used as well. Instructional Developers will perform the skills differently depending upon his or her own personality, style, position in the institution, and knowledge of the client's discipline. These skills are provided as criteria or guidelines in the form of skills that can be used in consulting with both the BAND-AID and Major Surgery types of instructional development jobs. The five functions are as follows:

A. Identification of Relationships

B. Collection of Information

C. Progress Towards a Solution

D. Confrontation with the Client

E. Instructional Development Management

Instructional Developer Functions/Skills Involved in

Working with Clients to Develop Instructional Projects

A. Identification of Relationships

1. Introduction to the client
   a. Be pleasant and polite.
   b. Remain open and warm.
   c. Describe who you are and what is your background.
   d. Bring out the client's background and experiences with instruction.
2. Create the proper atmosphere
   a. Use a non-threatening tone.
   b. Be equal, not authoratative or lesser.
   c. Spell out your role in the instructional development process.
   d. Be task-oriented. What is your mission?
3. Non-verbal Communications
   a. Keep body language at ease and non-threatening.
   b. Relax and maintain a pleasant tone of voice.
4. Hidden Objectives and Expectations
   a. What prompted the client to see you? (Motivational factors)
   b. What does the client expect to happen?
   c. What does the client expect of you?
   d. When does the client expect all work to be done?
   e. How much time is there to complete the project?
5. Listening to the client's message
   a. Make tentative agreements as you go along.
   b. Determine
      1. What work is to be done.
      2. Who is to do what work.
      3. When material is to be done.

c. Who is accountable for all phases of instructional development activity.

B. Collection of Information: Regarding the Problem

7. Identify Current State

a. Identify what the present course of instruction is now:

1. Subject matter
2. Instructional methods
3. Instructor and students' role
4. Use of media

b. Identify what condition the course is in:

1. Successful
2. Attitudes of students
3. Attitude of instructor towards course
4. Problems and good points

c. Identify past solutions to problems

8. Obtaining Information (Methods)

a. Bring up related questions; (Avoid the Dick Tracy approach)

b. Start with general questions; (Goals for the course)

c. Probe further

d. Ask more specific questions

9. Demand for and Generate Concrete Examples

a. Get to concrete, practical levels

b. Ask client to provide examples for clarification

c. Reverse roles if necessary. Use a student's point-of-view

d. Ask "Is this an example of your problem? . . ."

10. What type of client are you working with - BAND-AID or Major Surgery?

a. Identify client's attitude toward instructional development and you.

1. Cooperative or tendency to block suggestions

2. Regards self as superior, inferior, or equal

3. For or against instructional development

b. Identify client's personality type

1. Open or defensive

2. Traditional or experimental

3. Conservative or liberal

4. Worker or supervisor

c. Identify techniques to use and avoid with client

C. Progress Towards a Solution

11. Informing the client about approaches and resources

a. Explain some general approaches to the problem

b. Explain an approach that might solve the problem

c. Use storyboarding techniques to chart directions

d. Consider both cognitive (knowledge) and affective (feelings) solutions

e. Suggest the possible use of resources (Inform)

f. Use local and regional examples to problem solving

12. Think Tanks and Brainstorms

a. When absolutely stuck, use intuitive ideas

b. List all possible ways of solving problem, ridiculous to rational

c. Prioritize and Evaluate list

d. Consider the formulated idea

13. Offering Suggestions

a. Make direct suggestions to solving the problem

b. Suggestions are tentative until adopted

c. Do not feel "damaged" if suggestions are disregarded

d. Make new suggestions as necessary

14. Analyze Client's Thinking

    a. Redirect client's thinking if "old attitudes" reappear

    b. Address client as "I think we are having a problem in our thinking"

    c. Keep plugging away

15. Synthesize your progress

    a. Periodically check your work

    b Offer a review of where you are now

    c. Tie all information together

    d. Check with client on where you think you are

    e. Keep plugging away

16. Problem solving - decision making time

    a. Insist on arriving at decisions on content and methods

    b. Record your decisions

    c. Trace all decisions and determine how they have shaped up instructional development

    d. Discourage wishy-washy thinking - hold fast to your thinking

D. Confrontations with the Client

17. Challenging the client

    a. You may not agree with all the client's views

    b. Selectively, challenge those statements

    c. Use a calm academic voice, use data to support your views

    d. Be sensitive when to back off!

        1. Client's belief may be very deep - don't threaten!

        2. Whole project may suffer with too much challenge

        3. Especially when you have reached an impasse

    e. You may have to give in as necessary

18. Gentle Persuasion may be used
    a. Especially on methods decisions
    b. When dealing with opinions
    c. To present two-sided arguments (Instructional Developer and Client's)
    d. To have client look at both ways of progressing
    e. To try to demonstrate your way is better, easier, and more fun
    f. To try to compromise
    g. To demand as you see fit
19. Confronting the Client
    a. Use if client breaks all agreements or responsibilities
    b. Use wisely and calmly
    c. Present violations or disagreements
    d. Ascertain reasons for violations
    e. Ask for recommitment to project and assignments
    f. If rational approach doesn't work:
        1. Show your "controlled" emotions
        2. Argue from your best point-of-view
        3. Threaten reprisals
        4. Drop the client and instructional project
20. Use of Empathy
    a. To establish or re-establish relationships
    b. To put yourself in client's position
    c. To explain how client is better off now

E. <u>Instructional Development Management</u>

21. Prescribe the work
    a. To be done separately
    b. Write it (the work to be done) down
    c. Fairly and evenly

d. That client will be doing

e. Clearly describe all directions and assignments

f. When it is all to be done

g. Write down disadvantages and consequences

22. Instructional Developer and Client's Critique of Materials

a. Look for the positive

b. Be sure you know what materials are being critiqued

c. Both parties should critique to avoid threatening circumstances

d. Try to raise criticisms as questions, "Do you think that . . .?"

e. Make alternative suggestions

f. Use constructive criticism

g. Do not offer to revise materials by yourself

h. Offer to work with client on revisions

NOTES ABOUT THE CLIENT

Once the Instructional Developer is accustomed to using the consultative interviewing process, it will become an easier task to gather information about clients' personalities, views of curricula, and resources availability and support. As the Instructional Developer gathers this kind of information, it can be noted for future confidential use.

Notes From A Private File

1. Charles Longlife (Major Surgery Job, 7/17/77)

   Chemistry Professor

   Personal Information

   - Friendly and open
   - Likes to teach
   - Cooperative, easy to work with
   - Willing to complete tasks
   - Completely responsible for course
   - Reason for Consultation:
     - Raise student motivation
     - Improve teaching ability of graduate teaching assistants
     - Wants to improve lecture approach by placing routine information on audio-tapes or study guides.

   Curriculum Information

   - Limited experience with teaching innovations, will try out new ideas.
   - Open to suggestions in developing new approaches to problems.
   - Interested in totally new teaching techniques, if it will improve the present lecture format.
   - Supports instructional development

   Resource Information

   - Departmental budget available

- Colleagues recognize innovation in a positive manner
- Interested in improving weaknesses in teaching as reported by faculty evaluations.
- Dean of College of Science recognizes the importance of effective teaching, he will reward with financial support and points towards promotion and tenure.

2. Pepe Sweetiove (BAND-AID Job 9/3/77)

Humanities Professor

Personal Information

- Definite aloofness and failure to make commitments
- Considers himself superior
- Becomes very defensive
- Interested in a quick solution to problems --- not much time available
- Somewhat open-minded but will argue about relevant suggestions that violate humanistic principles
- Reason for Consultation:
  - Wants students to come up to his level
  - Seriously concerned about discussion sessions
  - He wants to talk about art; students want to discuss text

Curriculum Information

- Deems audio-visual approaches and new teaching materials as gimics
- Worried about other's teaching materials
- Negative feelings toward instructional development and behaviorism
- Wants to discuss application of learning theory

Resource Information

- No available budget or interest in looking for supportive funds

- Colleagues not interested in problems
- Two other instructors teach other sections
- Faculty evaluations are regarded as threatening
- Reward structure is based upon:
  - 35% Scholarly activity
  - 30% Research
  - 20% Publications
  - 15% Teaching Effectiveness
- Dean of College of Liberal Arts recommended that Sweetlove meet the Instructional Developer

In the case of these actual clients (names are changed), number one developed a Personalized System of Instruction (PSI) course and retained the lecture as a motivational device. Number two maintained the present form of instruction (two lectures, one discussion period), but added visuals in the form of art slides. He also made more references to the text. These examples are "pure" forms of the BAND-AID and Major Surgery types of jobs encountered in performing instructional development.

PRACTICING THE CONSULTATIVE INTERVIEW

For practical applications of the consultative interviewing process, Instructional Developers may elect to video-tape actual interviews with clients (with his or her approval) and play the video-tape back at a later time for review and evaluation. Colleagues may also examine the consultative process and provide constructive feedback. As a checklist, Figure four may be used to briefly evaluate the session.

FIGURE IV

Consultative Interviewing Checklist

Instructional Developer _____ Date _____

Client _____

Observer _____

| Events | Yes | No | Comments, Notes |
|---|---|---|---|
| 1. Purpose of the meeting identified? | | | |
| 2. Information collected and shared? | | | |
| 3. Problem identified? | | | |
| 4. Alternative solutions explored? | | | |
| 5. Work assigned? | | | |
| 6. Identification of deadline, standard, who does what, when and where? | | | |
| 7. Progress and relationship assessed? | | | |
| 8. Roles and assumptions clarified? | | | |
| 9. Communication at both the affective and cognitive level? (Knowledge and feelings) | | | |
| 10. Communication at the participant's knowledge? (BAND-AID or Major Surgery) | | | |

SUMMARY

Now that this paper is drawing to a close, a review of the content and main points may be useful to the reader. What is it that you have gained in reading this paper? What ideas do you find workable into your role as Instructional Developer? What information will help you develop a skill in conducting the consultative interviewing session? A brief summarized version of this paper:

1. The Instructional Developer has a very important job; initially assessing the faculty member's needs, then, systematically designing instruction, carrying it out, and evaluating the effects of this process.

2. The Instructional Developer must recognize the differences in the individual faculty members and then adjust to these unique factors.

3. Faculty members have a real need for consultation; the Instructional Developer must realize these "reasons" for seeking help.

4. Two extremes of clients seek help from the Instructional Developer, the BAND-AID type and the Major Surgery jobs in addition to all the "in-betweens". Figure one outlines the differences.

5. As the distinctions are determined between the types of clients, the Instructional Developer must use different strategies for each job. Figures two and three demonstrate models to use for each type.

6. Three forms of information help to identify the uniqueness of the extremes, these are personal, curriculum, and resource information. It is up to the Instructional Developer to collect and synthesize this data.

7. Instructional Developers must use a sense of caution in diagnosing these differences in the extremes---or otherwise suffer the consequences in lost time, money, and possibly reputation.

8. A list of Do's, Don't's, and How to Do It are included for the Instructional Developer to use as a guideline and criteria. A list of 22 skills to use during the consultative interviewing session is provided.

9. A clear example of a Major Surgery job (see number one, Charles Longlife's profile) and a BAND-AID job (see number two, Pepe Sweetlove) is provided as a brief case-description.

10. Finally, a checklist for possible practice of the consultative interviewing session is illustrated for use by the Instructional Developer in Figure four.

This paper has been designed to illustrate how to handle the different types of clients seeking help in instructional development. Hopefully, the reader will find these procedures useful in identifying and working with both extremes of clients. The following Addendum provides examples of instructional designs from a BAND-AID, mixed (both BAND-AID and Major Surgery job), and Major Surgery jobs. All of these designs are actual instructional development projects presently being used by the respective instructors.

Hopefully, the bibliography of recommended readings will be helpful to the reader in locating further information about consultative interviewing.

ADDENDUM

Pages 27-28:

Recommended Readings for Handling the BAND-AIDS and Major Surgery Jobs in Instructional Development.

Page 29:

Instructional Design of a BAND-AID Instructional Development job.* The reason for consultation: to receive visual support for the abstractions presented in the classroom in sections one-four. Forty overhead transparencies and an instructional design were created for this project.

Page 30:

Instructional Design of a Mixed (partial attributes of a BAND-AID and a Major Surgery) Instructional Development job.* The reasons for consultation: 1. To add slides and a script for a self-study laboratory; and 2. To improve instruction by requesting instructional development services for planning (design) and evaluating (formative and summative) the achievement of students and their attitudes regarding the course objectives, behavioral outcomes, and learning procedures of the course. Four sets of slide programs were developed along with an instructional design and evaluation of the course.

Page 31:

Instructional Design of a Major Surgery Instructional Development job.* The reason for consultation: the instructor requested aid in revising the total instructional teaching and learning approach to the course. A total course design was created including seven instructional units, quizzes, small group problem-solving (Guided Design) exercises, computer simulations, and a pre and post-test evaluation assessing students' attitudes and achievement.

* See page four to determine the criteria for classification.

Recommended Readings for Handling
the BAND-AIDS and Major Surgery
Jobs in Instructional Development

Bibliography

Berlo, D. K., The Process of Communication. New York: Holt, Rinehart and Winston, 1960.

Berquist, W. A., and Phillips, S. R., A Handbook for Faculty Development. Washington, D. C.: Council for the Advancement of Small Colleges, 1975.

Presents suggestions on a comprehensive approach to faculty development involving instructional, organizational and personal development. Includes ideas for improving interpersonal communication in consultation sessions.

Davies, I. K., "Some Aspects of a Theory of Advice: The Management of an Instructional Developer -- Client, Evaluator-Client, Relationship," Instructional Science, 3, 1975, pp 351-373.

Discussion of the types of client-consultant relationships including underlying assumptions.

Diamond, R. M., et. al., Instructional Development for Individualized Learning in Higher Education. Englewood Cliffs, N.J.: Educational Technology Publications, 1975.

Detailed presentation on how to establish individualized learning systems in higher education.

Fuller, F. F. and Manning, B. A., "Self-confrontation Reviewed: A Conceptualization for Video Playback in Teacher Education," Review of Educational Research, Fall, 1973, pp 460-528.

Indicates how cognitive dissonance might be used in a client-consultant relationship.

Gordon, T., T.E.T. -- Teacher Effectiveness Training. New York: Wyden Publishers, 1974.

Discusses techniques of interpersonal communication, especially active listening, in a classroom setting.

Gustafson, K. L., "Improving Instructional Development: Faculty as Learners," Educational Technology, May, 1975, pp 34-38.

Presents a detailed set of heuristics for the consultant to use in increasing faculty instructional development knowledge or skills.

Havelock, R. G., The Change Agent's Guide to Innovation in Education. Englewood Cliffs, N.J.: Educational Technology Publications, 1973.

Provides a detailed model for the consultant to use in bringing about educational change.

Kagan, N., Influencing Human Interaction--Interpersonal Process Recall. East Lansing: Michigan State University, College of Education, 1972.

Detailed training program on listening and responding skills.

Luft, J., Group Process -- An Introduction to Group Dynamics (2nd ed.). Palo Alto, California: National Press Books, 1970.

Rogers, E. M., and Shoemaker, F. F., Communication of Innovations--A Cross Cultural Approach (2nd ed.). New York: Free Press, 1971.

Provides a model of the process for the diffusion and adoption of innovations with a detailed look at the many variables involved.

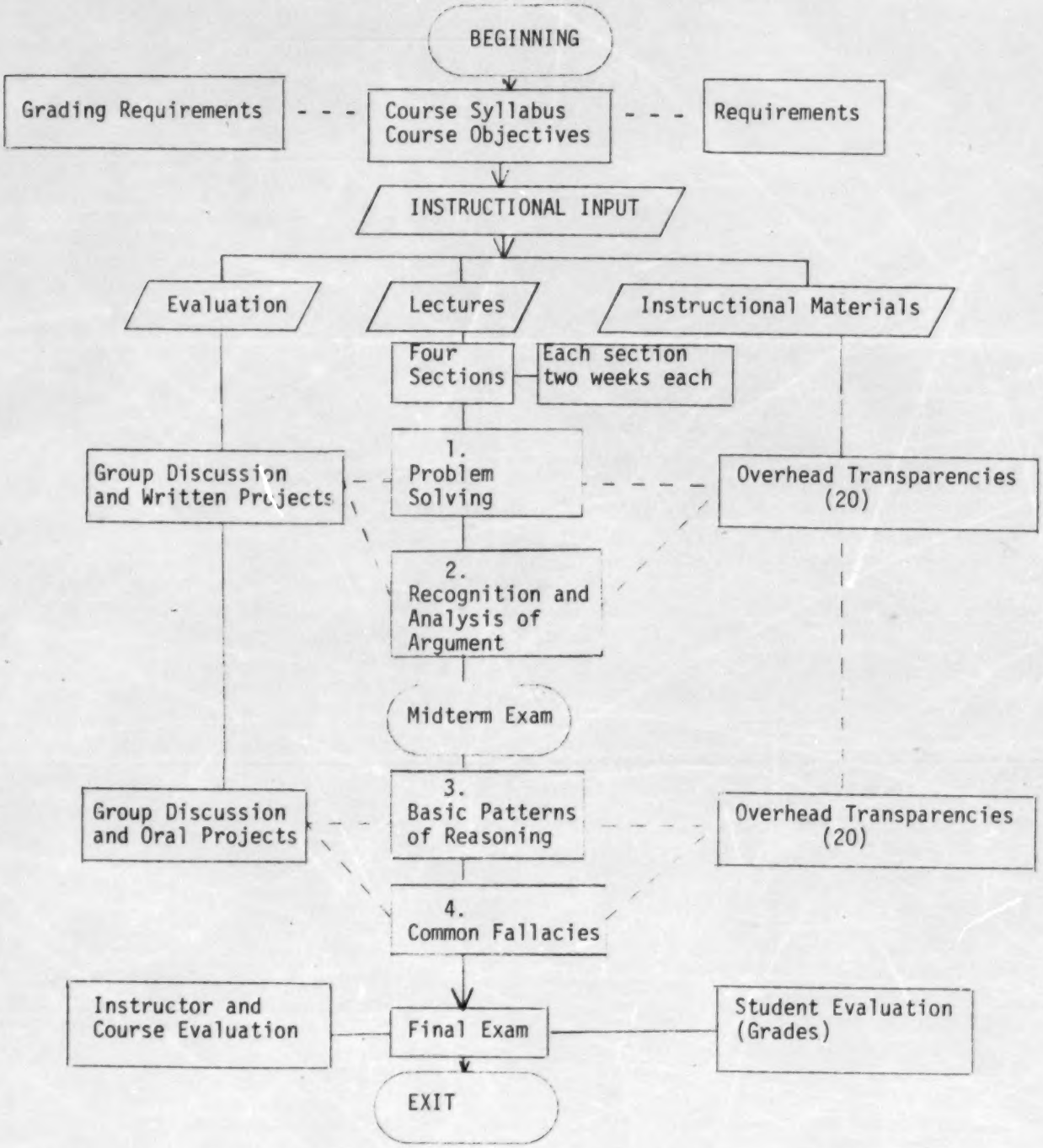
Silber, K. H., Organizational and Personal Management Structures Needed for the Successful Implementation of Instructional Development in Educational Institutions (Mimeograph). Park Forest South, Illinois: Governors State University, College of Human Learning and Development, 1975.

Presents a model of the factors which facilitate client-consultant and organizational relationships and provides a set of heuristics.

Osterman, D. N., "Selection and Evaluation by Design of Alternative Teaching Methods." Instructional Development: The State of the Art, Collegiate Press. 1978.

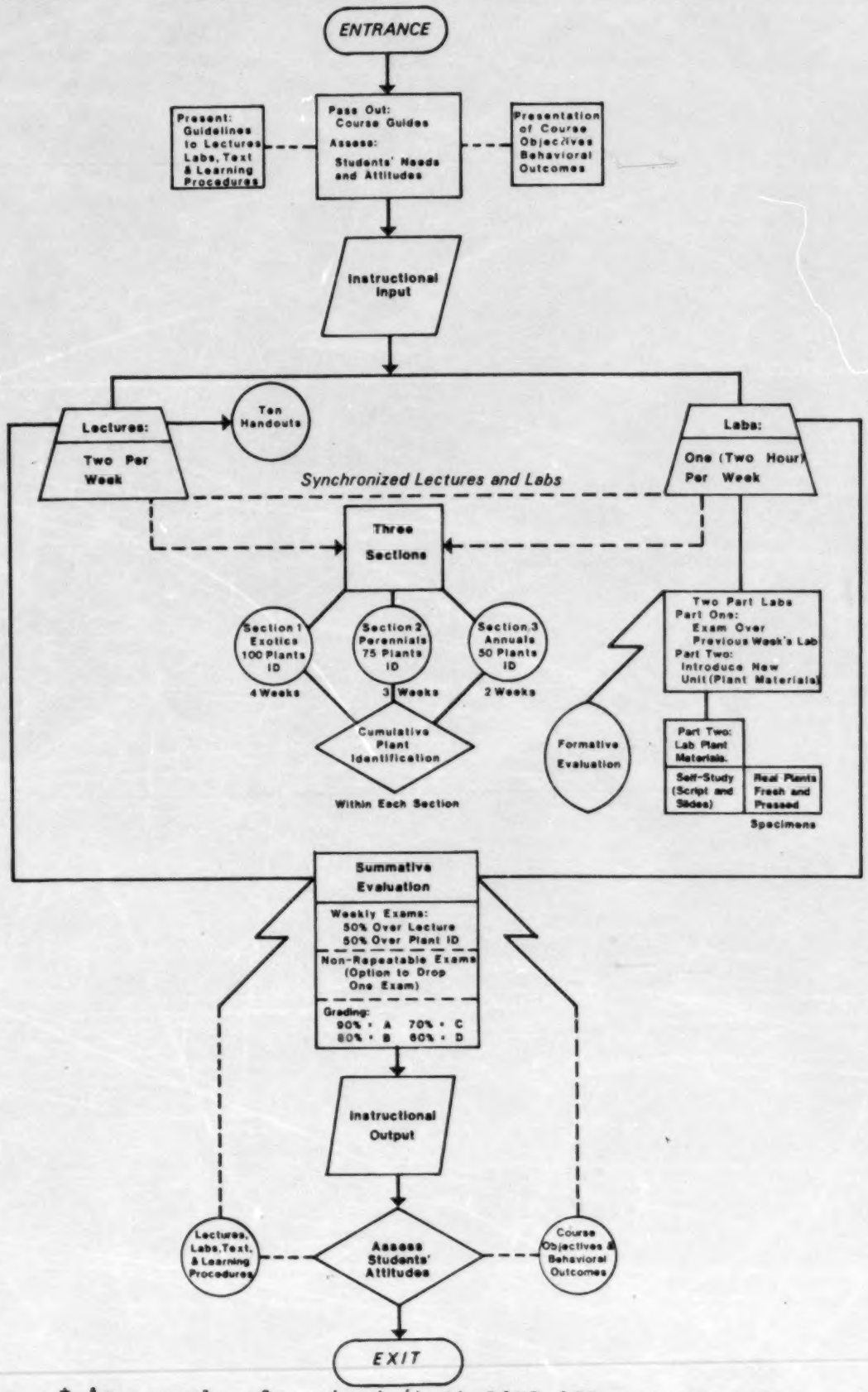
Presents a set of criteria to help best select the proper teaching approach. Also it presents the faculty-development program at Oregon State University (CAUT Project).

INSTRUCTIONAL DESIGN FOR: Phl 121 Critical Thinking *



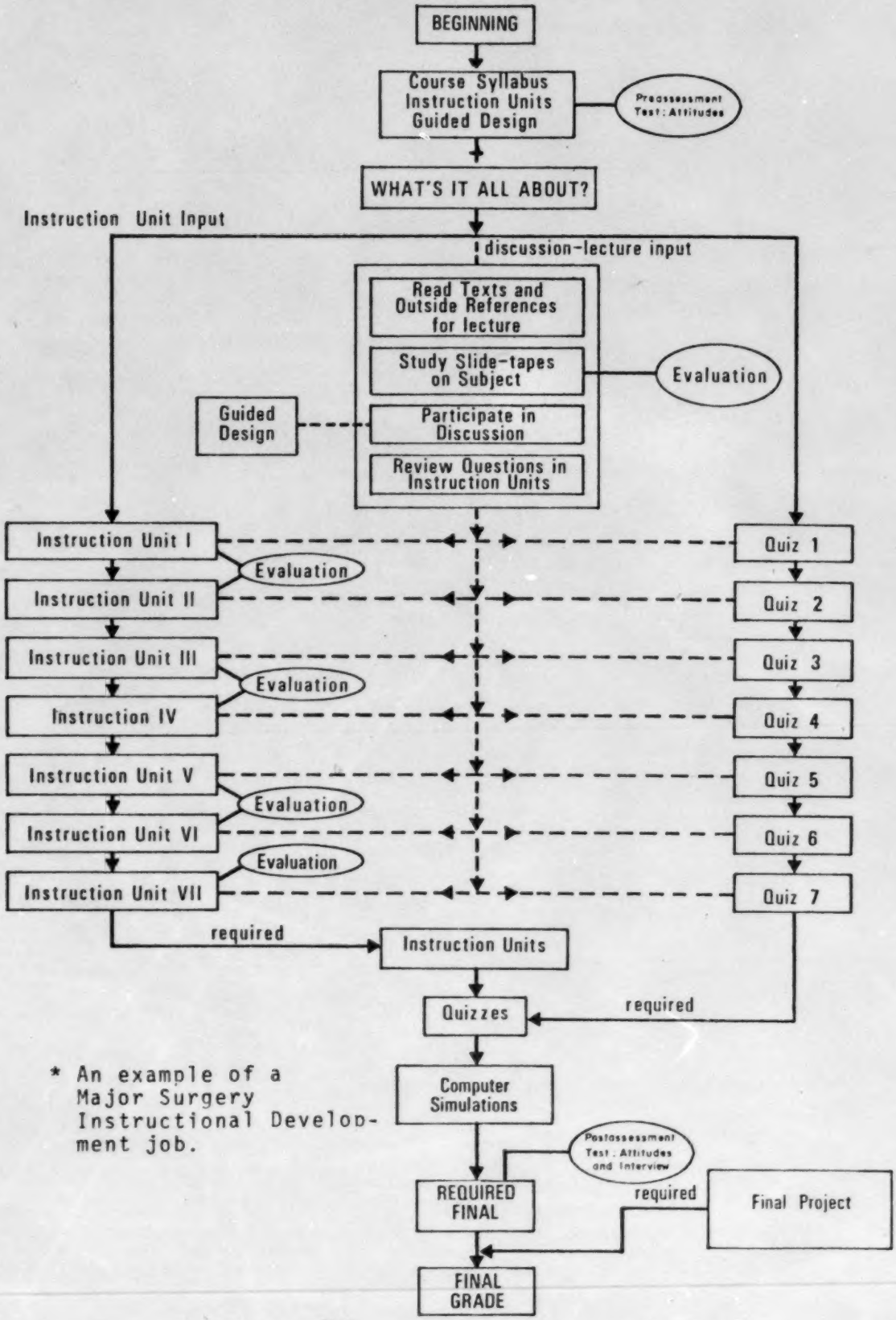

* An example of a BAND-AID instructional development job.

INSTRUCTIONAL DESIGN FOR : HORT 355 AND HERBACEOUS PLANT MATERIALS *


ENTRANCE
Present: Guidelines to Lectures, Labs, Text & Learning Procedures
Pass Out: Course Guides
Assess: Students' Needs and Attitudes
Presentation of Course Objectives Behavioral Outcomes
Instructional Input
Lectures: Two Per Week
Ten Handouts
Synchronized Lectures and Labs
Labs: One (Two Hour) Per Week
Three Sections
Section 1 Exotics 100 Plants ID
4 Weeks
Section 2 Perennials 75 Plants ID
3 Weeks
Section 3 Annuals 50 Plants ID
2 Weeks
Cumulative Plant Identification
Within Each Section
Two Part Labs
Part One: Exam Over Previous Week's Lab
Part Two: Introduce New Unit (Plant Materials)
Formative Evaluation
Part Two: Lab Plant Materials.
Self-Study (Script and Slides)
Real Plants Fresh and Pressed
Specimens
Summative Evaluation
Weekly Exams: 50% Over Lecture 50% Over Plant ID
Non-Repeatable Exams (Option to Drop One Exam)
Grading: 90% - A 70% - C 80% - B 60% - D
Instructional Output
Lectures, Labs, Text, & Learning Procedures
Assess Students' Attitudes
Course Objectives & Behavioral Outcomes
EXIT

* An example of a mixed (both BAND-AID and Major Surgery) ID job.

# INSTRUCTIONAL DESIGN FOR : FN 335X SCIENCE OF FOODS*




* An example of a Major Surgery Instructional Development job.